

# Breaking Ground

The OPSC/DSA Connection to California School Districts

State of California • Department of General Services

A Publication of the Division of the State Architect and the Office of Public School Construction

Summer ☀ 2001

## Letter from Stephan Castellanos and Luisa M. Park

Submitting your project for approval to either the Division of the State Architect (DSA) or the Office of Public School

Construction (OPSC) is an important milestone on the way to funding and construction. With everyone anxious for the project to break ground as soon as possible, it's no time for problems to appear unexpectedly. We want the submittal process to be as efficient and seamless as possible. In this issue of *Breaking Ground*, we are pleased

to bring you updates on our processing 'streamlining' efforts, tell you about changes in the submittal process, and provide some suggestions on how you as the district representative or the project design professional can help speed your projects toward the required approvals.



Stephan Castellanos, FAIA  
State Architect, DSA

Luisa M. Park  
Interim Executive Officer, OPSC

New energy regulations are now in place. Our feature article, *New Energy Requirements – Will they affect submittals?*, looks at the

regulations and how applications for approval will be handled in the DSA. We are committed to creating and implementing an application process that is as efficient as it can be. *Chartering New Waters* on page 3 looks at the efforts between our offices and the California Department of Education to reach that

goal. Continuing the theme of application submittals, *Get to Know...* on page 4 of *Breaking Ground* introduces you to the OPSC's Application Review Team. These are the folks who are the first to see your application when

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## New Energy Requirements for Schools – Will they affect submittals?

**Yes; projects submitted after June 1st must be designed to comply with these requirements.**

By now most school construction professionals have heard that new energy regulations went into effect on June 1, 2001. What many may not understand is how these regulations will affect their projects and the submittal of those projects to DSA.

First, let's discuss the new regulations themselves. For engineers, energy specialists or the curious, complete information is available from the California Energy Commission. Readers may visit the "Documents and Filings" page of the Energy Commission's Web site at [www.energy.ca.gov/ab970\\_standards/documents](http://www.energy.ca.gov/ab970_standards/documents), or they may request the following documents from the Commission:

- 400-01-001 – AB 970 Energy Efficiency Standards for Residential and Nonresidential Buildings
- 400-01-015 – Revisions to Energy Efficiency Standards for Residential and Nonresidential Buildings ("Adopted 15-Day Language Revisions")
- 400-01-0055 – 2001 AB 970 Nonresidential Energy Conservation Manual Supplement

For design professionals, explicit instructions are supplied in the *Nonresidential Energy Conservation Manual* and its *Supplement*, as well as on the energy forms. Examples of the energy forms are included in the Supplement and are also included in California Energy Commission-approved energy analysis software.

*Continued on page 2*

## Dennis Bellet Appointed Chief Structural Engineer of DSA

Dennis Bellet has been appointed as Chief Structural Engineer of the Division of the State Architect. Bellet will be responsible for setting structural policy for school construction, and will be managing plan review at the four DSA regional offices.

Bellet will also be encouraging design professionals to contribute to the school design process, and he will act as an advocate for the Field Act, which provides the basis for seismic safety in California schools.

A California-registered Civil Engineer since 1977, and a Structural Engineer since 1983, Bellet recently celebrated his fifteenth year with DSA.

## OPSC Reminders...

- ▶ **State Allocation Board Meetings\***  
August 22, 2001  
September 26, 2001  
November/December – To be determined
- ▶ **Implementation Committee Meetings\***  
August 31, 2001  
September – No meeting  
October 5, 2001  
November 2, 2001
- ▶ **Deferred Maintenance Certifications of Deposit**  
December 2001: Due annually from the Districts
- ▶ **Interest Earned Report (Form SAB 180)**  
Due quarterly (September 30 and December 31) from each county for all districts which have earned interest from the Leroy F. Greene Lease-Purchase Fund.

\* Meeting dates subject to change. Check the OPSC Web site at [www.opsc.dgs.ca](http://www.opsc.dgs.ca) for latest dates and times.



State of California • Department of General Services

### Breaking Ground

The OPSC/DSA Connection to California School Districts

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## New Energy Requirements For Schools – continued from page 1

The Manual can be accessed on the Energy Commission Web site at [www.energy.ca.gov/title24/nonresidential\\_manual/index.html](http://www.energy.ca.gov/title24/nonresidential_manual/index.html) and the Supplement at the Web address listed above.

Any questions about these publications or the new regulations should be directed to the California Energy Commission's Energy Hotline: 800.772.3300.

When it comes to submittal of projects to DSA, energy compliance documentation has always been required as part of the submittal package. The new regulations do not change this. However, DSA is developing a new process to verify the accuracy of the required energy documentation. The first step in the development of

this process is the creation of a "project submittal specialist" position in each DSA Regional Office. These specialists are architects trained to assist school districts and their design professionals in making complete submittals, including energy documentation.

There's no need to get anxious over the new energy regulations. Design professionals will find the new requirements easy to understand, and DSA's new energy verification process will not add any time or cost to the DSA review. The new energy regulations are a win-win for California schools.

## Energy Crisis... Heating Up This Summer

*Need tips, both immediate and long term, on methods to conserve energy and save money on your operational budgets?*

Please remember to utilize the Office of Public School Construction's *Cookbook For Energy Conservation Measures*. This compilation of energy saving recipes is available on the OPSC Web site at [www.dgs.ca.gov/opsc](http://www.dgs.ca.gov/opsc).

To obtain the latest energy and emergency information, visit the Department of General Services Energy Site at [www.flexyourpower.com](http://www.flexyourpower.com).



## “Charter”ing New Waters

The Office of Public School Construction (OPSC), the Division of the State Architect (DSA) and the California Department of Education (CDE) have “set sail” in creating a School Construction Team Charter. The first objective of this Charter is to present a more seamless school facility process for school districts, architectural and engineering firms, construction contractors, and other stakeholders. The second objective is to employ the principles of Excellence in Public Buildings—which is being currently developed by the DSA.

In April 2001, the Department of General Services (DGS) initiated the School Construction Team Charter that involves various staff from the OPSC, DSA and CDE. The DGS and the CDE are sponsoring this charter group to promote further collaboration and cooperation among the entities by sharing information and data. The objectives of this charter will be achieved through the use of the Internet, Intranet, Web, and Databases. The specific objectives of the charter agreement are:

### Objective 1

- Develop a seamless process for concurrent review of submittals;
- Develop a common intake form that assigns to each submission a common project tracking number for all three primary agencies;
- Establish a common project tracking system;
- Establish a shared database.

### Objective 2

- Create a resource for public school districts to assist them in constructing schools that are high-performing, energy efficient, and sustainable;
- Create a post occupancy evaluation program to evaluate school building performance programmatically and architecturally;
- In conjunction with the DGS Policy Executive Committee, sponsor an awards program that recognizes exemplary public schools.

The Charter Group participants have been working to meet the objectives outlined in the Charter agreement. They have made tremendous progress in meeting Objective 1 as outlined in this article (see article **“Land Ho,” A New Web Site Is In Sight**, page 7 for more information on our progress). Objective 2 has not been fully explored since the focus has been on Objective 1. However, the DSA has made some progress on this issue about high-performing, energy efficient and sustainable buildings. The OPSC will be partnering with the DSA on this task in the next several months.

We will continually “test the waters” but we need your continuous input and support to keep us buoyant and on the cutting edge.

## General Energy Saving Tips

- ✎ Use large equipment during off peak hours whenever possible.
- ✎ Turn equipment and lights off after hours.
- ✎ Set energy saving features on all your office equipment to put them into sleep mode when not in use.
- ✎ Close window blinds to shade your rooms from direct sunlight.
- ✎ An energy audit might be the best investment you can make for your business.

## DSA's Field Act Advisory Board Has New Name, A New Director, And Needs New Members

The Field Act Advisory Board has renamed itself “The Division of the State Architect Advisory Board” to better reflect the Board’s broadening role. Patricia Heerhartz is the Board’s new Executive Director.

The DSA Advisory Board is seeking representatives of the following professions:

- |                           |                                 |
|---------------------------|---------------------------------|
| • Geotechnical engineer   | • Mechanical engineer           |
| • Architect               | • School district personnel     |
| • Construction contractor | • School construction inspector |
| • Local building official | • Local fire service            |
| • Electrical engineer     | • Members of the public         |

If you are interested in being considered for membership, please contact Patricia Heerhartz at the DSA: 916.445.8100 or [Patricia.Heerhartz@dgs.ca.gov](mailto:Patricia.Heerhartz@dgs.ca.gov).

The next meeting is currently scheduled for Wednesday, September 19, 2001.

## Get to Know... OPSC Application Review Team

**Y**ou formerly knew them as the OPSC's Eligibility Team, but the team has been renamed, more appropriately, as the Application Review Team, or ART.

Just what exactly is "application review," and what's it got to do with public school construction? Ask any of OPSC's ART members and you'll get an enthusiastic answer.

"It's the very beginning of the school construction process," says **Penny Baltikauski**, who's been with the ART for two years, and with OPSC for about four years. Penny explains that OPSC's Application Review Team members are the first to see a school district's application for eligibility and funding. The team ensures that all applications are complete and ready to process.

It's an important, and at times challenging, job. "There are times when you have to be a detective, putting all the pieces together. We do whatever we can to make it work." And it's an ever-changing and evolving process. Penny continues, "In Application Review we have to be on top of all the latest policies and procedures. When there are new regulations and requirements, we're often the first to see and implement changes."

Penny was recently honored with a "Superior Performance" certificate from Department of General Services Director Barry Keene for her contribution to the development of the Priority Point system.

Penny also assists the ART supervisor in researching the OPSC Workload Lists. The latest applications that are eligible for funding are available at [www.dgs.ca.gov/opsc](http://www.dgs.ca.gov/opsc)—just click OPSC Workload Listing, under "What's New". Districts can view their OPSC project number, the date approved, priority points, and scheduled State Allocation Board hearing date.

Penny acts as the unofficial OPSC photographer at staff get-togethers. She enjoys experimenting with her digital camera. When not working, Penny enjoys gardening, swimming, and antique hunting with her daughter. She collects, among other things, old telephones, cameras, slot machines, and bubble gum machines. "It's always an adventure," she says.

*Breaking Ground's*  
"Get to Know"  
section provides  
an opportunity for  
readers to get  
acquainted with  
the real people  
that help build  
California schools.  
This issue we Get  
to Know OPSC's  
Application Review  
Team—ART.

**Sue Buck** is brand new to OPSC and the ART. "I'd heard OPSC was a good office to work for," says Sue, who was formerly an investigator with the Department of Fair Employment and Housing. She finds her degree in Organizational Communications and her real estate experience tie-in well with her new position. Sue has been paired with ART member Roxana Saravia in the team's new mentor program. "It's nice to step into a position that's so well organized. There's a good manual for us to follow," she says.

Sue already has an appreciation for the important role the ART plays, "We see if everything's complete and correct, and make sure everything runs smoothly. I like it and I'm learning the ropes."

Animals have a special place in Sue's life, especially her Chihuahua, Angel. Sue also enjoys gardening, and growing her own vegetables. She works out at a gym, and has fun lifting weights, eating right, and "energizing" herself. She also spends a lot of time with her mother who lives near by.

Another new member of the ART is **Estella Gomez**. Estella's been with OPSC for a little over two years, working as personnel liaison and doing recruiting. She notes that her customer service background, analytical skills, and positive attitude are big pluses in the Application Review Team.

In her new role as a member of the ART, Estella looks forward to treating clients the way she'd like to be treated. "I want to show clients that we can give them the sort of turnaround times that we'd expect if our roles were reversed," she notes.

Having just completed her Application Review training, Estella offered some advice to school districts submitting applications: make sure your contact information is always up-to-date, and have a stand-by contact for those times when the primary contact may not be available. Providing updated contact information helps ensure quick and efficient communications.

When she's not at work, Estella enjoys working out at the gym, watching movies, and following Sacramento's own baseball team, the River Cats. She also likes listening to Salsa music, because "It's so upbeat and cheerful."

**Helen Lawrence** is a 14-year veteran of OPSC. She started as a receptionist, became secretary to the Project Management group, and served as supervisor of the support team. She's been with the Application Review Team two years.

Helen has lots of experience working with people. "You have to like people to do this job. All kinds of people. And you really have to put yourself in



*Penny Baltikauski, Vance Stice and Helen Lawrence*

their position.” Helen enjoys working with school districts, and helping them. “It’s very gratifying,” Helen says. “We help them get their projects through.” Though it bothers Helen when applications are incomplete.

Helen’s observed that failure to understand the “60% rule” can lead to problems. She explains: “The construction cost estimate submitted to DSA must be for at least 60% of the project cost submitted to OPSC. It doesn’t matter if a higher amount is submitted to DSA, as long as it’s at least 60% of what’s submitted to OPSC.” It’s something for districts to keep in mind when reviewing their own applications. Helen also recommends that districts go over the OPSC submittal checklist before sending an application. She reminds those completing applications “Not to hurry.”

When applications are missing something, the ART springs into action. “We fax the districts and give them a 24-hour courtesy call,” explains Helen. The districts almost always respond with the missing information within 24 hours.

When not helping to build schools Helen spends much of her time taking care of her parents and participating in activities at church.



**Back:** Jessica Parr, Gloria Martinez and Estella Gomez

**Front:** Sue Buck and Jan Moss

**Jan Moss** worked as an OPSC Project Manager for three years, and then decided to move to the ART. “It’s totally different,” says Jan. “Project Management is very schedule-driven. This is much more enjoyable for me.” She particularly likes the direct contact she has with districts.

Jan’s background in real estate ties in well with OPSC’s role in funding and building schools. She describes the ART’s job as vitally important to the school funding process. “The Team’s role has really evolved over the last three years,” she notes. “We help the Project Managers a lot. The Project Managers really appreciate us, and clients do too. It’s a great job because we can see how much we are helping,” says Jan.

*Continued on page 6*

Tips from the OPSC Application Review Team:

## The Art of Getting Your Project Accepted

One of the most important steps in receiving funding is to submit a complete application package to be processed by the Application Review Team (ART) at the OPSC. An incomplete package may result in the application being sent back to the district, meaning the district would have to re-submit the application package and receive a later date in line. Having a later date could mean the difference between going on a “funded” or “unfunded” list.

In order to be funded, a district must first establish eligibility. This eligibility is determined by calculations based on the actual enrollment, the number of classrooms or amount of space available, and other factors. The eligibility must match the type of funding being requested, either modernization, which is site-specific, or new construction, which is district-wide, or on a high school attendance area basis.

Required documents for eligibility and funding applications can be found on the OPSC Web site at <http://opsc.dgs.ca.gov> under Application Submittal Information. You are also encouraged to contact your project manager or Gloria Martinez, Application Review Team Supervisor, at 916.445.0529.

Common errors made with submittals include but are not limited to:

- Having a School Board Resolution date indicated on the *Application for Funding*, Form SAB 50-04 prior to the School Facility Program inception (December 4, 1998).
- Having the signature of someone other than an authorized District Representative.
- Not having prior or current financial hardship approval.
- Submitting a cost estimate to DSA when requesting plan review and approval that is less than 60 percent of the combined state and district grant.
- Using an “x” in the place of the actual number of pupil grants.
- Not using the most current revision of the forms. Always check the OPSC Web site for the current forms.
- Not submitting supporting documents (cost estimate, CDE letter, et cetera).
- Not submitting an index with plans submitted on CD-ROM; and no special instructions for viewing access, if applicable.

When the OPSC receives an application package with all the necessary information, the review process takes less time for the OPSC Project Manager, school district, architect, and consultants involved. Fewer problems on applications mean that our public schools get funded faster and easier!

## OPSC Application Review Team – continued from page 5

Jan also feels her children and grandchildren help her to enjoy her job. “We all benefit from nice schools,” she says. “We’re part of the entire construction process and we get to see what we helped build.” Jan experiences this first-hand when she attends the dedication ceremonies for new schools. “There’s nothing like kids’ faces when they see their brand new school—they can hardly wait!” she says.

Jan works nights at a gift shop, and she also makes wreaths, gift baskets, and wearable art. She just learned how to ride a Jet-Ski, which she describes as “More fun than a boat!”

### Gloria Martinez

has recently replaced Selina Mulligan as supervisor of the Application Review Team. Selina has mixed emotions about leaving, as she’s really enjoyed the work. “It’s a great team. I’ll miss the clients, miss helping them,” says Selina. She’s staying with OPSC, and she’ll be assisting Gloria in her new position.

Gloria already has a great appreciation for the role that ART plays. “ART is the starting point for the School Facility Program. We establish that all the necessary documents are there for an application to go forward to the State Allocation Board,” she notes.

Gloria applied for the job because the program has been of interest to her. “I wanted to apply for a position here about eight years ago. Now, I’m here. I look forward to working with our clients.”

Outside of the office, Gloria is involved with church festivals and other community activities (soccer coach), including her local PTA. She speaks Spanish and likes to travel, recently returning from a trip to Mexico with her mother and daughter. Gloria enjoys many outdoor activities and is now, with her brother, planning her first skydiving adventure. “I may return with a few more gray hairs,” she joked.



Selina Mulligan and Gloria Martinez

Just celebrating her fourth month with the ART is **Jessica Parr**. Jessica graduated from U.C. Davis last year. “I like this job because it gives a feel for the entire office and what goes on here,” she says. Jessica would like to eventually become an OPSC Project Manager. Jessica likes people and numbers. A rare combination, and perfect for OPSC and the ART.

“ART is the starting point, the filter,” notes Jessica. “We work very closely with districts if things are missing, allowing the Project Managers more time to focus on the applications themselves.” She likes her job and even enjoys the experience she gets working with incomplete applications. She looks forward to getting to know the districts she works with better. As a helpful hint, Jessica encourages clients to talk with their OPSC Project Manager before submitting an application.

Jessica likes movies, dancing, drawing, and reading, and she has an unusual collecting habit: she collects sugar packets. Her collection includes over 600 different packets from all over the world.

**Roxana Saravia** has been with the ART six months, and she’s already become one of the group’s primary trainers and mentors. Like the rest of the ART members, her attitude is infectious. She enjoys her job. “We’re not just shuffling paper. We’re doing something for communities and the state—we’re helping to build schools. It’s something tangible, something you can see.”

Roxana adds that the ART “. . . is the starting point of everything. We get everything ready for the Project Managers. We see all the applications.”

She appreciates that the office is very professional, and that there’s an emphasis on family. She describes every day as “Fun and new, with something to learn. We often have a ‘gathering of the minds’ to ask ‘have you seen this before? (on an application)’ Every new project is different and there are always unusual modernizations.”

Roxana’s background is in communications, and she’s worked closely with school districts on their child care programs. She enjoys cultivating her people skills. “It all goes back to communication,” she says.

Being new to the Sacramento area, Roxana spends a lot of time working on her home and garden. She also enjoys reading, “Penny (Baltikauski) got me hooked on mysteries. James Patterson is a favorite.” Roxana describes herself as very family oriented, and she’s expecting her first child.



Roxana Saravia

**Vance Stice** is the senior member of the ART. He’s been with OPSC for 15 years, and he’s been with the team almost since its inception seven years ago. “I was a Project Manager for Los Angeles County,” says Vance. “When the office was reorganized, we were offered areas of specialization that we could get involved with. Having worked as a Project Manager, I

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## OPSC Application Review Team — continued from page 6

immediately appreciated the value of what the (then) new Eligibility Team could do. I got in on the ground floor.”

Vance likes being a part of the ART because staff are eager to help each other. “We aim to provide a short, pleasant journey for the client. We’re working for the satisfaction of the children of California,” he says.

He adds that “In ART we’re the client’s first, initial contact. We have an opportunity to make that initial contact a pleasant experience.” Vance also notes that the ART’s job includes familiarizing school districts with OPSC processes. “It’s not just about submittal, it’s about establishing an application. Our role is critical.”

Having been around OPSC since before there was an Eligibility Team, as ART was formerly known, Vance appreciates how the team has worked to help solidify relationships between school districts and OPSC. He notes that things are running very smoothly in the office. “We’re working better than ever with school districts to produce a smooth, expeditious process for funding school construction,” he says.

When away from the office Vance travels extensively. He recently returned from three weeks in China. Last year he visited Russia. He travels with no particular goal in mind. “It’s just a pleasure to set aside preconceived notions and experience the topography, culture, and people of another country,” he says. Vance also entertains himself with landscape gardening, designing gardens for friends. He even has time left over to conduct genealogy research—he’s traced his father’s ancestors back to the mid-seventeenth century.

It’s easy to see that OPSC’s ART is an essential part of building schools in California, and that the Application Review Team members are an exceptionally dedicated group. School district staff who process funding applications will profit from getting to know the ART.

When preparing an OPSC funding application, remember to go over the submittal checklist before sending it in, and don’t rush. As Helen Lawrence says, “When clients double-check, our job is easy. The application shows up, everything’s here, then whoosh—right over to the Project Manager.” If an applicant needs help, the ART is on the job. Helen sums up the ART’s relationship with school districts: “We’re here to build schools with them.”

## “Land Ho,” A New Web Site Is In Sight

A Web site is currently being developed that will allow school districts a point of entry in beginning a school facility project. This interactive Web-based application will generate a project tracking number each time a school district logs in a proposed school facility project. The benefit of the project tracking number system to school district representatives and other stakeholders will be the ability to access the status of a specific school district project through the Project Tracking Systems offered by the Division of the State Architect (DSA), the Office of Public School Construction (OPSC) and the California Department of Education, as the project progresses through the various approval processes. To obtain the project tracking number, a school district will enter information about a proposed project, such as the name of the school, type of school, type of project, square footage, and other basic information. The project tracking number will be required on all application forms for the three State agencies.

This Web site will provide a summary of the basic information entered by the district on each school project assigned a project tracking number. This will assist school districts in managing their projects and avoid duplicate entries for the same project.

Some school districts will be asked to participate in the testing of the Web site. It is anticipated that this Web site called the “Project Tracking Number Generator” will be online October 1, 2001.

## Do You Have An Innovative School Design?

In each issue of Breaking Ground, the OPSC and the DSA will showcase a new K-12 school design. This feature, created as a “pullout”, may be saved for future reference. It will be a resource for school districts to see the latest school facility planning ideas and design solutions approved by the DSA and the California Department of Education within the last four years.

If you have an innovative school design and would like to share it with other school districts, please contact Breaking Ground today at [breaking.ground@dgs.ca.gov](mailto:breaking.ground@dgs.ca.gov). For specific submittal requirements, contact Tim Lange in the OPSC Multimedia Unit at [tim.lange@dgs.ca.gov](mailto:tim.lange@dgs.ca.gov) or at 916.445.0506.

## Designing *Breaking Ground* for You

It is important to us that we tailor *Breaking Ground* to best meet your needs; our customers. We would like to hear from you on the article topics that you’d like us to cover. Is there a column you would like to see each issue or perhaps a topic that would be helpful as a feature? It’s our desire that this publication be informative and useful, so we encourage our customers to let us know how we may be of better service. We need your valuable input from your perspectives and areas of expertise. Please contact *Breaking Ground* with your ideas and comments at [breaking.ground@dgs.ca.gov](mailto:breaking.ground@dgs.ca.gov).

## DSA Reminders...

- ▶ **DSA Advisory Board Meetings\***  
Tuesday, October 9, 2001

- ▶ **Reporting and Retrofitting of Housing and Community Development "HCD-type" Relocatable Buildings (SB 1469)**  
School districts that have not already reported their "HCD-type" relocatable buildings to the DSA should do so as soon as possible. HCD-type relocatables are the non-DSA-approved buildings sometimes used on school campuses.

California law requires that HCD buildings be retrofitted as soon as possible, but no later than August 31, 2002.

Additional information, including assistance with identifying HCD buildings, is available online at [www.dgs.ca.gov/dsa](http://www.dgs.ca.gov/dsa) — click on "SB 1469 Certification," or call Elizabeth Randolph at the DSA Headquarters at 916.324.5591.

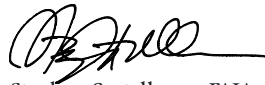
\* Meeting dates subject to change. Check the DSA Web site at [www.dgs.ca.gov/dsa](http://www.dgs.ca.gov/dsa) for the latest dates and times.

## Letter from Stephan Castellanos and Luisa M. Park — continued from front page

it is submitted to the State Allocation Board for funding. In addition to telling you a little about themselves, they also provide important tips on page 5 on how you can submit your application successfully in our "How-To" feature, *The Art of Getting Your Project Accepted*.

Our *Featured Project* is the beautiful and progressively designed Liberty High School in the Kern Union High School District. This project is impressive not only from the design solutions it presents, but because the architects and district have successfully reused the design three times, with two more iterations in the works. You might want to pull this Feature Project out and file it away for reference.

We sincerely hope this issue of *Breaking Ground* will be of help as your project approaches construction. Look for more assistance in future issues of *Breaking Ground* as the DSA and the OPSC continue to work on improving the submittal and approval process. In the meantime, we welcome your ideas and suggestions and encourage your participation through the State Allocation Board's Implementation Committee or DSA's newly formed Advisory Committee.



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The OPSC/DSA Connection to California School Districts



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Stephan Castellanos, FAIA, State Architect

**Office of Public School Construction**  
Luisa M. Park, Interim Executive Officer

**State Allocation Board**  
Bruce B. Hancock, Assistant Executive Officer

## Feature Project: Liberty High School

**LIBERTY HIGH SCHOOL** is the third re-use of the prototype comprehensive high school design. The original concept for the Kern Union High School District's Centennial High School opened in 1993 on a 45-acre site, with 19 structures encompassing 197,785 square feet of buildings targeting 2,050-student average daily attendance. With minor modifications, the same plan was successfully executed a second time in 1996 producing the Central High School, East Campus for the Fresno Unified School District. Since completing Liberty High School in 1999 two more iterations of the architectural design have been implemented. The fourth re-use of the design for Delano Joint Union High School District is currently under construction. The fifth and latest iteration of the design, Golden Valley High School for the Kern Union High School District, was completed and submitted on May 17, 2001 to the DSA.



*Aerial View of Campus*



*Interior View of the Performing Arts Center*



*Typical Classroom Building*

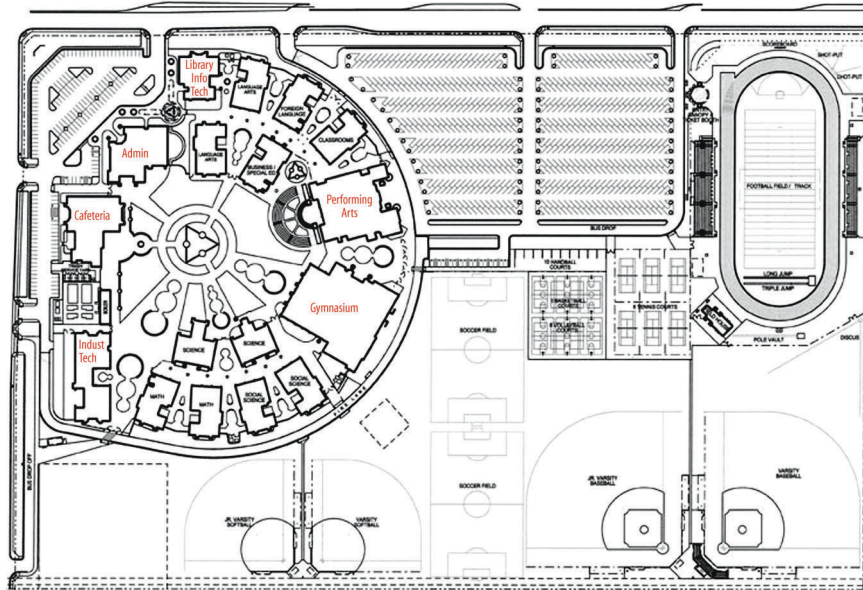


*Pergola Style Walkways between Buildings*

The rotund site plan reduces both the number of steps and the amount of time required to traverse the campus. The 600-seat Performing Arts Auditorium is equipped with stage sound and acoustic system. The gymnasium provides seating for 1,824 spectators (1,752 with disabled/handicapped accommodations) for basketball and volleyball games. A spacious cafeteria has a 650-person capacity for seated meals. The school has 79 teaching stations to accommodate a comprehensive educational curriculum. It incorporates the latest technology components including LAN and fiber optics backbone for communications systems and Internet access. Buildings feature overhangs to address different exposures to sunlight. Strategically placed green belts create a park-like environment and the circular pergola style concrete walkways provide efficient dispersal of traffic and avoid congestion as students move from one building to another. In the campus central quad large landscape areas allow students to mingle, visit friends, enjoy the fresh air and freedom of open space.

**Major Spaces****Square Footage**

61 Classrooms	980-1160
16 Labs	1,140-2,620
2 Special Education Classrooms	950
1 Administration Building	13,240
1 Library/Information Technology	7,760
1 Performing Arts Center	23,447
1 Gymnasium	36,278
1 Cafeteria/Dining/Commons	14,609
1 Energy Management (HVAC) Plant	1,872
1 Field House/Athletics	2,020
1 Industrial Technology Building	13,500

**Project Description**

School: Liberty High School  
 District: Kern Union High School District  
 Superintendent: William D. Hatcher  
 Grades: 9-12  
 No. of Students: 2,100 students  
 Square Footage: 195,360 SF  
 Cost: \$26,966,000  
 Completion: 1999  
 School Contact: Jack Woody Covard/jcovard@khsd.k12.ca.us  
 Liberty High School  
 925 Jewetta Avenue, Bakersfield, CA 93312  
 661.827.3100  
 Architect: Klassen Corporation  
 2021 Westwind Drive, Bakersfield, CA 93301  
 661.324.3000  
 Contact: Robert A. Klassen/bobk@klassencorp.com  
 Web site: www.klassencorp.com

**Consultants**

Structural Engineer: Structcon  
 1700 Fulton, Fresno, CA 93721  
 Mechanical Engineer: Lawrence Nye Anderson  
 7580 North Ingram Avenue, Fresno, CA 93711  
 Electrical Engineer: Cornelius Consulting Group  
 131 South Dunworth Avenue, Visalia, CA 93292  
 Civil Engineer: Porter Robertson Engineering  
 1200 21st Street, Bakersfield, CA 93301  
 Information Technology/LAN Consultant: Mastec Network  
 5418 Schaefer Avenue, Chino, CA 91710  
 Kitchen Consultant: Don L. Deuel & Associates  
 PO Box 42411, Bakersfield, CA 93384

**Site and Construction Details**

Site Acreage:	45
Number of floors:	1
Cost per square foot:	\$111*
Roof type:	Fiberglass shingles
Heating & cooling:	Central plant
Construction type:	VN, V 1-Hour, IFR
Number of times design was used:	5
Construction time:	21 months

\*The listed cost is the entire cost of the work in the plans and specifications; it does not include planning, design, furniture, equipment, tests or inspection.